



## The Personality Competence of Christian Religious Education Teachers as Bearers of Blessing: A Reflection on Genesis 49:28 at SD Negeri 060925 Medan

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### ABSTRACT

*This study examines the personality competence of Christian Religious Education teachers as bearers of blessing, grounded in the theological framework of Genesis 49:28, and its implications for student development at SD Negeri 060925 Medan. The biblical narrative offers a profound model in which Jacob blesses each of his sons “according to the blessing appropriate to him,” illustrating that blessing is relational, identity-affirming, and oriented toward moral and spiritual formation. Using a mixed qualitative approach that integrates a Systematic Literature Review (SLR) with semi-structured interviews, this research explores how PAK teachers embody this biblical paradigm in their personality and professional practices. The SLR synthesizes academic studies on teacher personality competence, biblical pedagogy, moral formation, and relational ethics, while interviews with teachers, students, and administrators provide context-specific insights into classroom dynamics. The findings reveal that personality competence-expressed through empathy, integrity, patience, emotional stability, and spiritual maturity-serves as a transformative influence on students’ emotional, social, and moral development. PAK teachers who internalize blessing as a pedagogical vocation exercise personalized guidance, encouragement, and relational attentiveness, helping students develop confidence, resilience, and ethical awareness. The study highlights that blessing-oriented competence fosters a classroom climate of trust, emotional safety, and mutual respect, which is especially vital in Indonesia’s pluralistic educational context. Although teachers face challenges related to student diversity and behavioral issues, a blessing-based approach enables them to respond with wisdom and compassion. The study concludes that Genesis 49:28 offers a valuable theological and pedagogical foundation for shaping personality competence, positioning PAK teachers as agents of affirmation, moral direction, and holistic student formation.*

**Keywords:** *Personality Competence, Christian Religious Education, Blessing*

## INTRODUCTION

In Christian Religious Education, the personality of the teacher is inseparable from the effectiveness of the teaching mission. Christian educators are not merely transmitters of biblical knowledge; they are bearers of spiritual influence whose words, attitudes, and conduct shape the moral and faith development of students. In the Indonesian context—especially in public schools such as SD Negeri 060925 Medan—Christian Religious Education teachers must embody a character that reflects Christ-like virtues, including integrity, compassion, humility, and the calling to bless others. One of the biblical foundations for understanding this role is found in Genesis 49:28, a passage that highlights the theme of blessing as both divine gift and human vocation. Genesis 49:28 records Jacob’s final words to his twelve sons: *“All these are the twelve tribes of Israel, and this is what their father said to them when he blessed them, giving each the blessing appropriate to him.”* The text presents blessing not as a ritualistic formality but as a deeply personal and intentional act. The Hebrew verb *bārak* (בָּרַךְ), meaning “to bless,” conveys the notion of bestowing divine favor, strength, identity, and future hope. Jacob’s blessing is profoundly relational-rooted in his intimate knowledge of each son’s character, strengths, weaknesses, and future role. Exegetically, the phrase “each with the blessing suitable for him” (*’iš ka-birkātô*) emphasizes wisdom, discernment, and personal attention. Blessing is not given randomly; it flows from a discerning heart capable of seeing God’s purposes in each individual. This exegetical insight provides a powerful theological framework for understanding the personality competence of Christian Religious Education teachers. If Jacob, as patriarch, speaks blessings shaped by insight and relationship, then teachers are likewise called to embody a character that becomes a channel of blessing for their students. In educational terms, this means recognizing each student’s uniqueness, affirming their dignity, and encouraging their growth in ways suitable to their personality and needs. A teacher’s personality competence—encompassing emotional stability, moral integrity, empathy, authenticity, and spiritual maturity—becomes the means through which such blessing is expressed.

In the context of SD Negeri 060925 Medan, where students come from diverse socio-economic backgrounds and face varying developmental challenges, the PAK teacher’s personality competence is critically tested. Teachers must demonstrate patience when students struggle, gentleness when conflicts arise, firmness when discipline is needed, and encouragement when students doubt themselves. A teacher who embodies these qualities reflects the biblical model of blessing—not merely through spoken words, but through daily presence that nurtures students’ confidence, faith, and moral character. Educational research increasingly affirms that teacher personality is a decisive factor in student learning, motivation, and classroom climate. Personality competence shapes how teachers manage emotions, resolve conflicts, build trust, and create a supportive learning environment. For Christian educators, these competencies are not only professional requirements but spiritual expressions of their identity as God’s servants. The PAK teacher becomes a “blessing-bearer,” someone whose life reflects the grace of God in practical, relational ways. In pluralistic school settings, the calling to bless becomes even more significant. Rather than imposing religious ideology, Christian teachers bless through kindness, fairness, respect, and integrity—qualities that are universally recognized and

transformative. Through such a personality, the teacher becomes a living testimony of God's love and wisdom. This study aims to explore how personality competence shapes the role of Christian Religious Education teachers as bearers of blessing, using Genesis 49:28 as a theological foundation and SD Negeri 060925 Medan as the contextual setting. By integrating biblical exegesis and educational theory, this research seeks to provide a framework for understanding the spiritual and pedagogical implications of being a blessing in the school environment.

## METHODS

This study employed a mixed qualitative methodological design combining a Systematic Literature Review (SLR) with semi-structured interviews to investigate the personality competence of Christian Religious Education teachers as bearers of blessing, grounded in the theological framework of Genesis 49:28 and contextualized at SD Negeri 060925 Medan. The integration of these two methodological components ensures analytical depth, theoretical rigor, and contextual relevance. While the SLR identifies and synthesizes scholarly discussions on teacher personality competence, biblical pedagogy, and blessing as a theological construct, the interview phase captures lived experiences and professional practices of teachers in the school setting. The SLR consisting of the phases of identification, screening, eligibility, and inclusion. The review aimed to gather academic literature that explores: personality competence in Christian or faith-based education, biblical interpretations of blessing, especially in Genesis 49:28, teacher character formation and its educational implications, the role of teachers as moral and spiritual influencers. The identification stage involved a comprehensive search across major scholarly databases. The search was limited to publications from 2010 to 2025 to ensure contemporary relevance. A total of 148 sources were initially collected. During the screening phase, duplicates and non-academic materials were removed, leaving 87 sources for eligibility assessment. Eligibility criteria required that each source: directly address teacher competence or personality development, examine biblical ethics or theological interpretations relevant to blessing, contribute to understanding teachers as moral exemplars, or highlight Christian pedagogy in pluralistic settings. After applying the criteria, 34 sources were included in the final synthesis. The selected literature was coded using thematic content analysis, generating three primary themes: blessing as relational and moral influence, teacher personality as a pedagogical and spiritual force, Christian educators' role in nurturing students' identity and moral development. These themes informed the analytical framework used to interpret field data. To ensure contextual grounding, semi-structured interviews were conducted with participants at SD Negeri 060925 Medan. The interview participants included three Christian Religious Education teachers, one school administrator, and four students from varying grade levels. The teachers served as primary informants, given their direct involvement in integrating personality competence into CRE teaching. Administrators contributed insights on institutional expectations, while students provided perspectives on how teachers' personality traits influence their learning experience. The interview guide focused on several core questions: How do PAK teachers understand their role as bearers of blessing? Which personality traits contribute most to students' moral and spiritual growth? How does Genesis 49:28 inform teachers' understanding of blessing in the educational

context? What challenges arise in embodying blessing-oriented personality competence? How do students perceive the character and relational quality of their PAK teacher? Interviews lasted between 45 and 60 minutes, conducted in a conversational format to encourage authentic expression. Recurring themes—such as empathy, patience, integrity, affirmation, and spiritual consistency—were compared with SLR findings to develop a comprehensive interpretation. Convergent themes strengthened the interpretation of Genesis 49:28 as a pedagogical model for blessing-oriented personality competence. Divergent findings revealed contextual nuances and practical challenges faced by teachers in public schools.

## RESULT AND DISCUSSION

The results of this study reveal that the personality competence of Christian Religious Education (CRE/PAK) teachers at SD Negeri 060925 Medan functions as a transformative element in shaping students' moral, emotional, and spiritual development, particularly when interpreted through the theological lens of Genesis 49:28. The interviews conducted with teachers, administrators, and students, when integrated with insights from the Systematic Literature Review, demonstrate that the teacher's personality is not merely a professional attribute but a spiritual vocation that manifests as blessing-bearing leadership within the educational community. Genesis 49:28, which recounts Jacob blessing his twelve sons "each according to the blessing appropriate for him," serves as the theological anchor for understanding how PAK teachers embody the role of "bearers of blessing." In this biblical narrative, blessing is more than a verbal expression; it is an act of impartation that shapes identity, communicates destiny, and affirms relational belonging. The Hebrew concept of *berakhah* emphasizes well-being, flourishing, and divine favor extended through human agency. When applied to the context of teaching, especially in a pluralistic school such as SD Negeri 060925 Medan, blessing becomes an ethical and relational act whereby teachers cultivate an environment of affirmation, hope, moral clarity, and spiritual vitality. The findings demonstrate that students consistently perceive their PAK teachers as influential figures whose attitude, communication style, emotional stability, and moral consistency profoundly impact their sense of self-worth and relational behavior. This aligns with literature asserting that personality competence—manifested in integrity, kindness, patience, empathy, and self-control—forms the core of Christian pedagogy because students learn spiritual values not only through instruction but through the lived character of the teacher. Interviews with the three PAK teachers revealed that they consciously interpret their role through the theological metaphor of blessing, which affects their daily practices in significant ways. One teacher stated that "to bless students is to speak life into them," suggesting that blessing-oriented teaching begins with intentional positive communication. Another emphasized that blessing entails "guiding students with patience even when they struggle," which reflects the pastoral dimension of personality competence. These field insights mirror scholarly arguments that Christian teachers are called to be moral agents who shape the character of their learners through relational presence and ethical modeling rather than through coercion or intimidation. The literature further supports that blessing is essentially relational, requiring the teacher to cultivate a warm emotional climate marked by trust, respect, and compassion. The study found that students at SD Negeri 060925 repeatedly praised their PAK teacher's attentiveness, kindness, and fairness, noting that such traits made them

feel valued, accepted, and motivated to behave well. These observations reinforce the conclusion that the personality of the teacher functions as a living medium through which blessing is transmitted—through gentle correction, sincere encouragement, and consistent moral behavior. A significant finding of the research concerns the exegetical application of Genesis 49:28 into pedagogical practice. Jacob’s act of blessing was personalized: he spoke into each son’s unique character and future. PAK teachers at the school similarly recognized that effective blessing-oriented teaching requires an individualized approach to students’ needs. Teachers reported that they intentionally observe students’ emotional states, learning preferences, and familial backgrounds to provide support tailored to each child. For instance, one teacher noted that children from economically disadvantaged households often require additional emotional affirmation, while those from strict families need gentler forms of guidance. This personalized attention reflects Jacob’s relational wisdom in Genesis 49:28: blessing is never generic but always situational, relational, and identity-affirming. Literature on faith-based education similarly highlights the necessity of individualized mentoring and relational attentiveness as essential expressions of personality competence. Interviews with administrators emphasized that PAK teachers at this school are regarded as “stabilizing forces” because they demonstrate emotional maturity and conflict management skills that promote harmony in an otherwise diverse school environment. Another important result pertains to the moral dimension of blessing-bearing personality competence. Blessing in Scripture always includes moral instruction, and this principle is clearly visible in Genesis 49, where Jacob’s blessing includes both affirmation and correction. The PAK teachers interviewed reported that they view moral correction not as punitive but as redemptive: an opportunity to guide students back toward integrity and kindness. Teachers often approach misbehavior by inviting students to reflect on the consequences of their actions and to consider restorative steps, such as apologizing or helping peers. This aligns with Christian moral pedagogy, which emphasizes discipline rooted in love, justice, and reconciliation. Students confirmed that their PAK teachers rarely punish harshly; instead, they correct with calmness and explain why certain behaviors are harmful. Such moral clarity delivered through gentleness reflects the biblical model of blessing that both affirms and admonishes in order to transform character. The literature reviewed indicates that moral guidance delivered through relational warmth is significantly more effective than rule-based discipline, especially in faith-based education. This finding is reinforced at SD Negeri 060925, where students consistently described their PAK teacher as a “moral example” rather than an authoritarian figure.

The SLR findings also identified spiritual maturity as a key element of personality competence. Blessing in the biblical tradition is inherently spiritual—an act that connects human action with divine purpose. Teachers who embody blessing are therefore individuals who maintain spiritual disciplines such as prayer, Scripture meditation, and personal integrity. Interviews revealed that the PAK teachers at the school see their spiritual life as foundational to their teaching. One teacher explained that she begins her day with prayer specifically for her students, asking God to give her “words that bless, not discourage.” Another shared that personal devotion helps her remain patient and emotionally grounded in challenging situations. These practices confirm the literature’s argument that spiritual maturity is inseparable from personality competence because it

shapes the inner disposition from which relational virtues flow. The study further discovered that students recognize and appreciate teachers' spiritual authenticity. Although SD Negeri 060925 Medan is a public school, students mentioned that they could sense when teachers were "kind-hearted because of their faith." This demonstrates that spiritual authenticity is not about overt religious expression but about the quiet embodiment of Christ-like character. The study also highlights how the teacher's personality competence strengthens the relational culture within the school. Administrators observed that PAK teachers often mediate conflicts among students and promote emotional safety in the classroom. Their relational approach fosters cooperation, empathy, and mutual respect among students, which reflects blessing as communal flourishing rather than merely individual benefit. Interviews with students revealed that classrooms led by personality-competent teachers feel "peaceful" and "safe," leading to better academic performance and social cohesion. This aligns with the notion in the literature that the teacher's personality is a primary determinant of classroom climate, influencing motivation, discipline, and emotional well-being. The theological theme of blessing further enhances this relational dimension because blessing is inherently communal-it strengthens relationships, affirms identity, and promotes harmony. Another major finding concerns the teacher's role as a bearer of hope. In Genesis 49:28, blessing is linked to future promise. Jacob's words were forward-looking, pointing toward what each son could become. PAK teachers at SD Negeri 060925 embody this forward-looking aspect by encouraging students to envision positive futures for themselves. Teachers often express confidence in students' abilities, help them set goals, and affirm their potential even when they struggle academically or socially. Many students reported feeling "empowered" because their PAK teacher "believes in them." This confirms the literature's position that teacher expectations significantly influence student motivation and self-concept. Blessing, understood pedagogically, becomes the act of projecting hope, instilling confidence, and nurturing purpose. Teachers thus become agents of divine hope, affirming students' potential in alignment with biblical values. Yet, the study also reveals challenges. Teachers noted that embodying blessing is difficult when dealing with disrespectful behavior, large classroom sizes, or students who come from troubled homes. Additionally, as a public school, SD Negeri 060925 serves students of various faiths, requiring PAK teachers to practice blessing-oriented personality competence without imposing religious identity. Teachers must balance faithfulness to Christian ethics with sensitivity to pluralistic contexts. However, the interviews revealed that when blessing is expressed as kindness, patience, integrity, and fairness rather than doctrinal imposition, it becomes universally appreciated and educationally effective. This observation aligns with the literature, which argues that Christian teacher personality competence must manifest as universal virtues that reflect biblical love while respecting diverse belief systems. Overall, the results and discussion show that the personality competence of PAK teachers at SD Negeri 060925 Medan-when interpreted through Genesis 49:28-constitutes a holistic pedagogical framework characterized by affirmation, moral integrity, spiritual authenticity, relational wisdom, and future-oriented hope. Blessing becomes not merely a religious concept but a pedagogical paradigm that shapes the teacher's identity, relationships, and influence. The PAK teacher becomes a bearer of blessing not through formal instruction alone but through everyday interactions marked by gentleness, encouragement, honesty, and

steady emotional presence. In the context of Indonesia's diverse public schools, such competence is essential for building peaceful, empowering, and value-centered learning communities. Therefore, this study affirms that blessing-oriented personality competence is foundational to Christian Religious Education and holds significant promise for shaping holistic student development in multi-religious educational environments.

## CONCLUSION

This study concludes that the personality competence of Christian Religious Education teachers plays a decisive and multidimensional role in shaping the holistic development of students, especially within the pluralistic environment of SD Negeri 060925 Medan. Grounded in the theological insight of Genesis 49:28, the findings demonstrate that teaching as a bearer of blessing is not merely a functional task but a profound spiritual vocation rooted in relational wisdom, moral clarity, and spiritual maturity. In Jacob's final blessings to his sons, the biblical narrative reveals a model of leadership that recognizes individuality, affirms identity, and imparts hope for the future. When translated into an educational setting, this framework illuminates how PAK teachers can embody blessing through their personality, character, and daily interactions with students. The integration of SLR findings with interview data consistently highlights the centrality of teacher personality in shaping classroom climate, influencing student motivation, and nurturing moral and spiritual growth. Students perceive their PAK teachers not only as conveyors of religious knowledge but as personal guides whose integrity, empathy, kindness, patience, and consistency create a space of emotional safety and affirmation. These traits echo Jacob's relational attentiveness in Genesis 49:28, where blessing is personalized, discerning, and rooted in deep understanding. The relational dimension of blessing becomes evident in teachers' ability to recognize each student's uniqueness and respond with tailored encouragement, gentle correction, and consistent support. Such individualized care mirrors the biblical principle of imparting "the blessing suitable for each one," affirming that authentic blessing requires attentiveness to personal identity and context. This study further concludes that personality competence in Christian education is inseparable from spiritual maturity. The interviewed teachers emphasize that their ability to bless students-through emotional stability, patience, moral consistency, and compassionate presence-flows from their spiritual disciplines, personal devotion, and internalization of Christian virtues. Blessing-oriented teaching is therefore sustained by an inner spiritual life that shapes outer relational behavior. The literature strongly supports this, affirming that spiritual authenticity is foundational to effective Christian pedagogy because students learn not only from what teachers teach but from who they are. The study found that blessing-bearing personality competence contributes significantly to conflict resolution, classroom harmony, and moral guidance. PAK teachers at SD Negeri 060925 demonstrate a pastoral approach to discipline-correcting with gentleness, seeking restoration rather than punishment, and inviting students to reflect morally on their actions. This approach reflects the biblical model of blessing that includes both affirmation and ethical direction. As a result, students experience moral correction not as judgment but as care, strengthening trust and encouraging personal growth. The findings also underscore the forward-looking dimension of blessing. Just as Jacob's blessings point toward the future, PAK teachers function as bearers of hope by

empowering students to envision their potential, foster resilience, and cultivate confidence. Teachers' verbal affirmations, expressions of belief in students, and consistent encouragement help shape students' aspirations and self-concept. Blessing thus becomes a pedagogical act of projecting hope and nurturing purpose. Teachers must navigate behavioral issues, emotional burdens, and the complexities of a diverse public-school environment. Nevertheless, the research shows that blessing-oriented personality competence transcends doctrinal boundaries because it is expressed through universally meaningful virtues-kindness, fairness, respect, humility, and integrity-which students of all faith backgrounds recognize as life-giving. In this way, Christian teachers can honor their faith while contributing positively to a multi-religious educational community. This study affirms that the personality competence of PAK teachers-interpreted through Genesis 49:28-should be understood as a holistic integration of psychological maturity, moral integrity, relational attentiveness, and spiritual depth. Teachers who embody these qualities become living channels of blessing, shaping students not only academically but emotionally, ethically, and spiritually. The implications are profound: Christian Religious Education, when grounded in blessing-oriented personality competence, holds transformative potential for cultivating compassionate, responsible, and hopeful young people within Indonesia's diverse educational landscape.

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